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ABSTRACT

Published 3 times yearly by the ERIC Clearinghouse on Counseling and Personnel Services, CAPS Capsule acquaints the reader with recent projects, meetings, publications and materials which are of interest those in the helping professions. This issue features: (1) New Career Development Projects; (2) Supreme Court Decision Ramifications; (3) Feedback -- a response by Richard Rank to an article on "Counselor Survival," in a previous issue; (4) Viewpoint -- a discussion of counseling accountability by Garry Walz; (5) briefly noted results from current research; and (6) listings of materials available from other sources. (CJ)

Winter 1972

Caps Capsule

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VOL. 5 NO. 2 ERIC Counseling and Personnel Services Information Center

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New Career Development Projects

U.S.O.E. Funds School-Based And Civil Service Employer-Based Programs

Funded by a $2 million Office of Education grant, the Ohio State University Center for Vocational and Technical Education will coordinate the testing of a school-based Career Model in six school districts. According to a report in *American Education* (August-September, 1971) the career education model will be tested on a K-through 12 basis in: Mesa, Arizona; Hackensack, New Jersey; Pontiac, Michigan; Jefferson County, Colorado; Atlanta, Georgia; and Los Angeles, California. Three other models are also planned by the Office of Education's Bureau of Adult, Vocational, and Technical Education with development by the National Center for Educational Research and Development: a home-based; employer-based; and rural/residential models.

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In separate action, the U.S. Office of Economic Opportunity (OEO) launched a career development program for persons from disadvantaged backgrounds. Under OEO funding, the Michigan Economic Opportunity Office (MEOO) will initiate a state-wide program for 2,200 para-professionals employed on Community Action Agency Staffs. The purpose of the project is to devise measures whereby the disadvantaged, particularly members of minority groups, can have the opportunity for employment in public and private service agencies.

The comprehensive approach includes some unique features and vital elements such as: hire now—train later; the provision of supportive educational and training activities directly related to career development ladders; a program of counseling; and a system of evaluation. In promoting the career ladder concept, the principal state agency with which the program will be coordinated is the Department of Civil Service, along with other agencies in state government. To further the career ladder concept, they also plan to negotiate with the Michigan Junior Colleges Association to develop new educational curricula for the nonprofessional.

Supreme Court Decision Brings Ramifications

Griggs vs. Duke Power Co.

In the U.S. Supreme Court's decision in the Griggs case, the requirement that pre-hiring personnel tests be related to the job may launch a new era in selection procedures and related areas. Some of the activity pertaining thereto . . .

★ Wayne State University Psychologist, Alan Bass, and colleagues planned a conference in October to clarify guidelines set up by the Equal Employment Opportunity Commission and Federal Contract Compliance Office (*Behavior Today,* August, 1971).

★ A subsequent OEO study conducted by the National Civil Service League found that only 54 percent of all civil service agencies validate their tests.

★ A company in New York City was ordered by a federal judge to pay compensatory damages to blacks deprived of work because of the union's discriminatory recruitment and selection practices.

★ A federal district court judge ruled that not only did tests fail to measure abilities essential to performance in supervisory positions, but that New York City Board of Examiners tests for school principals are biased against blacks and Puerto Ricans. Five blacks and one Puerto Rican are reported to be among the 1,000 licensed principals in the school system that has more than 55 percent nonwhite students.

The Supreme Court's decision suggests the need for counselors and personnel workers to develop validated behavior criteria for job-employee matching.

OE Establishes Information Center

The Office of Education has recently established the Educational Reference Center (ERC) as the Central OE source for educational information. It is hoped that eventually the Center will be able to serve the American public-at-large in decision making, planning, and managing educational agencies and in developing, conducting, and evaluating instructional activities. Currently, however, it is only able to serve state and local agencies.

As part of ERC, an ERIC Microfiche Reading Area has been set up in the Office of Education's Branch of the DHEW Library providing reference and referral services for OE staff and visitors and maintaining a complete collection of ERIC microfiche, several readers, and a reader/printer. Staff is on hand to assist in locating and obtaining information, to help identify exemplary ERIC programs and to locate research and development findings relevant to a specific problem.

The Center has the ability to conduct computer searches of available resources; however, currently it is necessary to restrict this service to OE program operations. Other on-line terminals will be tested at key educational organizations throughout the country. For further information, write or visit the Center at Room 1135, Office of Education, 400 Maryland Avenue, S. W., Washington, D.C. 20202.

Visit ERIC/CAPS Booths #122 and 123 at 1972 APGA Convention in Chicago! Sign up for daily seminars on How to use ERIC.

FeedBack

In the Spring 1971 issue of CAPS Capsule, CAPS Director, Dr. Garry R. Walz, wrote about **The New Professionalism.** *In this issue, Richard Rank, Professor, School of Education, Department of Guidance and Counseling, Georgia State University, Atlanta, Georgia, provides an additional response.*

The comments of Garry Walz in *ViewPoint* concerning "Counselor Survival," when read along with the accompanying *FeedBack* from LeRoy Cavnar (Fall 1971 issue) certainly give rise to further thought and reaction.

As a profession, counselors have never ceased the process of self-examination. Indeed, recent trends such as a recessive economy, the concept of accountability, and the appearance of a multitude of "people services" have triggered more intensive concern over the "health" of counseling. Walz's analysis of typical reactions is most insightful. Cavnar's suggestion that we "go ye therefore into all the world" has the ring of authenticity.

Many similar voices call from all directions, adding to the confusion surrounding appropriate professional goals and delivery systems for counselors. We are told we can no longer trust those we have eschewed in the past. And from within the profession, our own coterie of "Pied Pipers" step forward to lead us this way and that, responding to the lures of increased funding, the immediate gratification of federal programs, or perhaps to the security of overlapping functions with other more successful professions.

We are a professional group without identity. Most certainly our strength and capability for social service is limited because we have little unity of purpose, goals, or delivery systems. The power needed to define these is diluted and dissipated among the public schools, public social agencies and their administrators, counselor educators who have ignored the principles of development of professions, and a body of confused and marginally prepared counselors.

We find ourselves in the same position as many other existing social agencies. We set and proclaimed lofty goals, but we have never had the skills nor the delivery systems to accomplish those goals. Society has a way of discarding professions which do not deliver services. Paradoxically, these "old" goals continue to grow in importance as society changes.

□ Self identity and self understanding become even more crucial for tomorrow's citizen as he faces a more crowded world. Self pride emerges as a super-critical quality for minority group members striving for their fair share of life.

□ Individual attention, deeper human relationships, and the recognition of individual differences are part of our struggle against the uniformity, distance, and lack of communication characterizing our meta-society.

□ As never before, teachers, community workers and parents need effective consultation, the "how to" of effectively working with people.

□ Interpersonal communication skills or the lack thereof emerge as the source of much human suffering and problems, with educational, business, and government enterprises beginning to systematically train for these skills.

Perhaps it is not that our goals have been inappropriate. Perhaps even the general "style" of our delivery systems for our services has some merit. The crippling blow to the health and future of counseling is our inability to accomplish what we claim we can accomplish. We resemble many other social services in that we have become part of the ineffectual "referral loop" which begins in the classroom or the ghetto and ends back in the classroom or the ghetto with no significant results. Counseling may fall victim of the "Peter Principle." The mechanics of paper work and institution supporting tasks have caused direct and effective services to the client-public to wither and sometimes die.

Faced with this apparent failure to deliver, we can scurry around for new goals, methods and services, perhaps again to fail, or we can develop people and systems to deliver what we already know to be central, unmet needs of people.

During this new and perhaps more intense soul-searching period, forced upon us by economics and accountability, we well might seek unity instead of variety, focused competence rather than diffuse knowledge, greater commitment to the profession rather than to self, and reaffirmation rather than reflection of our goals. We should reduce and narrow our claimed services, develop our skills to the utmost to accomplish them and develop a system which delivers these unique services to individuals. ■

The editors of CAPS Capsule encourage response to this column and related subjects.

1971 Counselor Education Directory Now Available

A new publication on counselor education programs and personnel in the United States and its territories has just been released. It is titled, *Counselor Education Directory 1971: Personnel and Programs,* and was compiled by J. W. Hollis, and Richard A. Wantz. The publication describes counselor education programs in 372 institutions including degrees, majors, hours of required course work, certificates and other counselor education programs, and requirements in experiential areas — practicum, field experience, and internship.

In addition, 2,539 counselor educators are identified plus data on each as to degree held, time spent in counselor education, title, rank held, institution with which associated and mailing address.

The book is available from Ball State Book Store, Student Center, Muncie, Indiana 47306 ($3.95 plus 35¢ for postage and handling).

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thinking caps

a look at current research

1) Peers' aspiration is the most predictive variable for Mexican-American boys' educational level.
2) Both Mexican-American and Anglo high school students are found to be more apt to develop college plans in schools dominated by their own ethnic group.
3) Negro males and non-metropolitan females select glamour figures more than any other type of reference individual, including parents.
4) Negro males choose glamour figures substantially more than do females.
5) Using the Revised Illinois Test of Psycholinguistic Abilities, the strongest abilities of the children graduated from Head Start centers are least correlated with readiness and achievement, while their weakest abilities are most correlated.
6) Bused pupils in grades two and three with low and average achievement achieved less in desegregated schools than they had done in segregated schools.
7) Negroes attending segregated or predominantly black schools achieve higher self concept scores than those in integrated or predominantly white schools.
8) Mobile black subjects reported stronger attempts to be like their fathers and a greater sense of similarity to them than low mobile subjects. However, mobile males also made strong attempts to identify with mothers and saw themselves as similar to mothers with respect to ideals and values.

●

The above statements are interpretations from research data. For more information check the following sources:

1 and 2) **American Journal of Sociology,** 1971, 77(1), p. 89-107
3 and 4) ED 048 971 MF-$0.65 HC-$3.29
5) **Psychology in the Schools,** 1971 8(3), p. 240-246
6) ED 048 415 MF-$0.65 HC-$3.29
7) ED 048 391 MF-$0.65 (HC not available)
8) **Vocational Guidance Quarterly,** 1971, 19 (4), p. 247-253

(See the EDRS ordering instructions elsewhere in this newsletter.)

VOLUNTEER VIEWPOINTS

The U.S. Office of Education will soon begin publishing a newsletter, *Volunteer Viewpoints.* This publication, disseminated by Volunteers in Education, will be designed for volunteers, school personnel, paraprofessionals and organizations and agencies which use volunteers in their programs.

Persons interested may be placed on the mailing list by writing to: Volunteers in Education, U.S. Office of Education, 7th and D Streets, SW, Room 4614, Washington, D.C. 20202.

Drug Education Newsletter

Have you found that your drug abuse information is outdated and you are unable to reach the kids? Do you often wish there were some way to get current, factual information? A new publication, *Drug Education Report*, is designed to give you this kind of information.

Published by a non-profit, private organization, the National Coordinating Council on Drug Abuse Education, the monthly report gives up-to-the-minute developments in drug abuse education, treatment, and public policy. It is a guide for teachers, executives, psychologists, high school counselors, clergymen, and others who must deal with drug abuse.

Topics range from *who is making money out of drug abuse and how do they get away with it* to *how to deal with the risk-taking attitudes of the young.* For further information contact the Council at 1211 Connecticut Avenue N.W., Washington, D.C. 20036.

NCEC Publishes Target Papers

The National Center for Educational Communication (NCEC) publishes monthly targeted papers entitled PREP (Putting Research in Educational Practice) reports to increase the utilization of the findings of educational research and development for improving educational practice. These are written in nontechnical language and are geared to the information needs of specific, nonresearch audiences. Their purpose is to provide school districts, universities, and state agencies with information needed to evaluate current programs or initiate improved ones. The reports might include cost estimates for installing a new curriculum, planning guidelines, evaluation techniques, sources of additional information, brief descriptions of exemplary practices in other schools, etc. Those relevant to the personnel services field are:

Research for School Board Members:
School-Community Relations (ED 034 083 MF-$0.65 HC-$3.29); *Paraprofessional Aids* (ED 034 906 MF-$0.65 HC-$3.29); and *Reinforcing Productive Classroom Behavior: A Teacher's Guide to Behavior Modification* (ED 042 061 MF-$0.65 HC-$3.29). Another report, *School-Community Relations and Educational Change,* may be ordered from the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402 for $.55 per copy.

(See EDRS ordering instructions elsewhere in this issue.)

ERIC/CAPS
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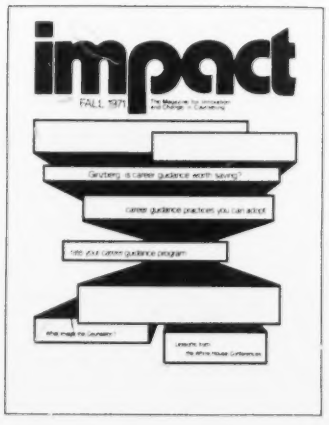
ERIC/CAPS New Publications Are Here!

Impact is here! It is a new magazine heralding a new approach in professional literature for counselors. Impact takes its name seriously — it won't skirt issues and take the middle road. Impact is provocative and involved.



The next issue will include:

- The College Scene Today and Tomorrow. An Interview with Roger Heyns
- Reaction to Heyns
- Report on a new model for pupil personnel services.
- Counseling the returning veteran: An interview with 2 counseling Psychologists and a veteran.
- Special feature: Rate Your Attitude toward the Changing Role of Women.

In addition, there are 16 regularly appearing departments. Here is a sampling:

- ○ Flashes — important, interesting, and informative items
- ○ Underground Soundings — counterculture publications and their implications for counselors
- ○ Feedfore — predictions by our own panel of experts
- ○ Surveyor — where counselors stand on issues
- ○ Reviews — a new view of media
- ○ Advocate — Impact's stand on issues
- ○ Bazaar — our own compilation of "goodies" for free or for sale
- ○ Exemplars — programs, practices and procedures

Communique is designed to be of immediate utility for practicing counselors by identifying information which has implications for determining effective counselor behaviors.

Communique coverage includes the following:

- CAPS SURVEY — A monthly view of what practicing counselors are actually doing and thinking as they pursue their daily tasks.
- EXEMPLARY PRACTICES — Techniques which have been tested and proven effective for dealing with specific issues and problems. Practices are described in enough detail that they could be put into effect immediately.
- MATERIALS — A description of resources that counselors can use to deal with specific problems.
- RESEARCH FINDINGS — Recent research reported in capsule form, sometimes with brief editorial comment.
- THEORY IN THE VERNACULAR — Sometimes an earthy oversimplification of a complex problem, sometimes a colorful and profound insight into reality, but always a clear and unambivalent statement of how someone believes the world works.

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Internship Program Established

As part of ERIC/CAPS' expanded program of publications and resource development this year, we have established an internship program for selected graduate students in guidance and counseling and related professions. The program is designed for individuals who would like to become knowledgable about information systems, the diffusion of innovations, and planned change and knowledge utilization strategies as they relate to the helping professions.

Interns will divide their time between staff activities in the ERIC/CAPS Center, field surveys, and workshops and seminars. Examples of the different types of activities in which interns are involved are as follows:

1. Conduct searches in high priority need areas using ERIC and other national information systems.
2. Prepare information analysis statements using information obtained from ERIC searches.
3. Develop targeted resource materials for counselor development and in service training programs.
4. Assist individuals and professional groups in the design and use of information resources.
5. Participate in training laboratories designed to assist individuals to be more effective in acquiring and using information resources.
6. Conduct surveys of counselor information utilization patterns regarding journals and other informational resources.
7. Design and conduct attitude and behavior surveys of counselors.

U.S.O.E. Opens Assistance Center

An Educational Assistance Center has recently been established at the Office of Education in Washington, D.C., in support of the National Day Care Demonstration Center, and will develop a range of information services on early childhood education for O.E. visitors. Services will later be expanded to include, first, career education and then other priority areas in education. The Center is intended to be the focal point for information about tested products, materials, and equipment relating to critical needs in education and will provide a unique combination of personalized information and technical assistance services combined with the effective utilization of modern information retrieval technology.

The Interns

Karen Shill

Karen's a doctoral student in Guidance and Counseling at The University of Michigan. She has master's degrees in (clinical) psychology and teaching, and a Bachelor of Science degree from South African universities. She has a varied educational and professional background and wide interests which include high school teaching of biology and science; speech and drama; and a year of zoological research at The University of Michigan.

Ronald Kopita

Ron holds a B.S. from the State University College, New Paltz, New York and an M.A. from Michigan State University. He has spent three years at The University of Michigan at Flint, Michigan, as a counselor and as Director of Placement. His special interest in ERIC/CAPS is in the area of student personnel services in higher education, and he is also a doctoral student in Guidance and Counseling at The University of Michigan.

Mary L. Anderson

Mary is also a doctoral student in Guidance and Counseling at The University of Michigan. She has an Educational Specialist degree in Counseling from the University of Illinois. Her experience includes school counseling in Illinois and teaching English to students from disadvantaged backgrounds.

We've Moved!

The first part of September we transferred to larger quarters in the School of Education Building. The Learning Resources Center is much more spacious and we are better able to accommodate larger demonstration classes and training groups. We are already experiencing increased use by students, professors, and the outside counseling community. CAPS is making use of work-study students attending the University of Michigan to help meet the needs of our users. You may visit or write us at: ERIC Counseling and Personnel Services, University of Michigan, School of Education Building, Room 2202, Ann Arbor, Michigan 48104.

Are You An Information Generator?

Do you have an unpublished speech? Report? Model? Instrument? Dissertation? Program Description? ERIC was created to assure access to the educational knowledge base. Our basic function is to aid the process of knowledge-sharing and feedback. Perhaps you have created an innovative program. Perhaps your insight and experiences have led you to some creative thinking. Perhaps you've carried out some research. Is it in written form? If not, have you considered organizing it and writing it up to make it available for others to build on?

ERIC is always looking for new documents. We continually review materials for Central ERIC's monthly collection in *Research in Education.* Let us review your paper for inclusion in *Research in Education.* If you would like to submit a paper, send two clean (suitable for Xerox reproduction) copies, preferably accompanied by an abstract of 150 words, to the Assistant Director for Information Processing, ERIC/CAPS, School of Education, University of Michigan, Ann Arbor, Michigan 48104.

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References in this publication that have an ED (ERIC Document) number may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, the following information must be furnished.

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ViewPoint

A review of the programs at state personnel and guidance association conventions and the input of speeches and papers received by ERIC/CAPS suggests that accountability is a major theme present in current counselor communication. Whether a bandwagon phenomenon or a valid means to improve counselor viability, it is among the current emphases for which counselors hold the highest expectations.

Definitions for accountability vary widely, but basically they are concerned with clearcut statements of intended outcomes from a procedure or service; preferably stated in behavioral terms, the establishment of criteria or performance standards against which to measure outcomes and the widespread communication to the public of both objectives and outcomes. For some, accountability in guidance and student services can be succinctly summarized in the phrase "responsible for what and to whom?"

A compelling aspect of the emphasis on accountability is the multiple sources of information which attest to the desirable outcomes accruing from programs organized around concepts of accountability. Numbers of eloquent spokesmen from Washington, California and Texas, to name just a few, have provided gripping examples of what performance-based programs have done and are doing in their areas. If nothing else, the excitement, the vigorous activity, and the *persistence* of the AA's (Accountability Advocates) would peak one's curiosity to learn more.

Perhaps another measure of the potential impact of accountability-oriented programs is their capacity to engender controversy. Approaches which are so bland as to win everyone's support are seldom substantive. It is when a set of ideas implicitly or explicitly is perceived as having the power to challenge our sacred cows that it becomes worthy of opposition. Clearly, many are now experiencing the challenge of accountability which, in turn, leads to polarization ("accountability is a clear denial of what we stand for"); defensiveness ("we have been doing that all along, so what else is new"); and provincialism ("there is really only **one** way to develop accountable programs"). Inherently, of course, polarization and conflict may be necessary steps for progress. A certain zestiness may be a precondition for our adoption of an idea as embracing as accountability. But it is altogether possible that in the process of adoption, we can be diverted to concepts and procedures which are very different from those which initially were so attractive and which provided the motivation to change. If accountability is to have an impact as either a prevailing or residual force it is crucial, I believe, that there be widespread counselor polylogues on the *what* and the *how* of accountability. No elitest groups or zealous advocates should preempt the responsibility of, or more appropriately the *opportunity* for every counselor to examine, discuss and decide for himself and for his program *what* accountability would mean in concept and operation and how it would be implemented and adopted. It is, after all, in the delivery and in the doing that there is typically such great fall-out. We can lessen that fall-out from idea to action by utilization of a broader base for the evaluation of worth and a consideration of the means for implementation.

It is not the intention of this column to evaluate the pro's and con's of accountability-based programs. There is inadequate space to do so and, in my judgment, that is probably not the right issue to raise. Rather, what we need to do is to consider how we should conduct our examination and what we should be examining. If we can be both skillfull and pointed in our examination we can more adequately deal with the question "should we" when more information is available.

The following points are therefore offered with the hope that they may encourage others in considering how and what to examine about accountability:

1. **A process of self-study or a system to be adopted?**

   In the discussions about accountability in guidance, the *act* of being accountable and the *means* by which accountability is achieved are frequently viewed as one process. It is intimated if not specifically stated that one achieves accountability by undertaking a set of very specific actions. That is to say, there is *a* way to be accountable and to do so requires the adoption of a specific system or set of procedures which typically are strongly behavioral in makeup. While not wishing to impugn the potential contribution of systems or systematic counseling approaches, I would suggest, however, that in many instances the really lasting benefit of an accountability-based program is not in the performance standards, competencies or procedures developed, but rather in the fact that there is a concerted effort to decide what counselors should be doing for whom. In many instances, the *act* of becoming accountable, involving group goal setting, decision making and collective action are the outcomes which are of equal or greater importance to the program than the type of system which is adopted. It is, if you will, a way of viewing and thinking about guidance which leads to more realistic goal setting with an emphasis on delivery.

2. **What is the relationship between structure and resource utilization?**

   In a conversation with one counselor educator I was surprised to note that to him the essence of an accountability program was the structure which was adopted. He was primarily concerned with establishing performance standards and allocating existing guidance methodologies to desired outcomes. Such programs, in my estimation, look excellent on paper but group guidance is still group guidance — however it is placed in the system. A crucial question for any system, I believe, is to what extent it leads to the utilization of new resources. There are many exciting and substantive innovations which have great promise if properly used. A system which stresses structure and the continued use of existing guidance methodologies to the exclusion of experimentation with, and adoption of, new resources may in the long term be debilitating rather than helpful. Clearly we should not overpay for "efficiency" by becoming so wired into a system that we discourage experimentation and innovation.

3. **Broadened or lessened opportunities for inputs and group decision making?**

   One of the attractive aspects of many accountability-oriented programs is the extent to which they have encouraged individuals at all levels to participate in the determination of goals and the review of outcomes. They provide a greater opportunity for involvement and for the feeling on the part of the individual that he contributed to program development.

   As implemented sometimes, however, accountability can become a new form of subtle and persuasive administrative control to determine centrally the what, when and how of a program. One young man expressed his frustration to me by saying that he was so busy " . . . accounting to everyone I've not had time to do any work." When accountability leads to the few having control over the many, then clearly there has been a breakdown in the program. It is the opportunity for broadened participation at all levels that is a basic virtue of accountability. All programs should be reviewed to ensure the preservation of this participation.

4. **Synergetic versus singular outcomes?**

   Perhaps one of the most impressive aspects of accountability programs is the impact that occurs when the adoption is macro, such as by an entire state. Typically, in the cases of broad adoption a synergism occurs where the influence and outcomes are persuasive and ongoing. It would certainly seem, for instance, that in such states as Washington, California and Texas the outcomes have influenced certification of counselors, counselor education, in-service programs, professional associations and local programming. The outcome from broad adoptions is, I believe, in sharp contrast to micro adoptions where frequently a sense of aggressiveness and competitiveness seems to rule out the mutuality and collaboration which is such an attractive feature of the macro adoption. It would seem that an important goal for our professional associations would be to facilitate the linkage between groups such as state departments, school systems and state professional associations so that the possibilities for cross-system collaboration would be fully realized.

The comments I have made may provoke reactions on the part of many readers. If so, I hope they will communicate what they feel so others may profit from them. ■

Garry R Walz